

Red Award

Keep a pulse going whilst someone plays a tune

“Bow down, O Belinda” (Fiddle Time Joggers)

“Big Ben”, “Little Ben”, “Musette” (Violin Star Book 1)

“Jig” (Vamoosh Book 1)

Stamp to keep pulse and move around the room to any backing track

Hear the difference between short and long notes

“Don’t Play this one back” game

Learning different note values in pieces, such as “Sailing Home” and “Clown Dance” (Vamoosh Book 1)

Teacher plays a piece with legato/staccato and student does ‘chopping’ actions for short notes and palm down for long.

Hear the difference between two different strings

“What’s for tea tonight” warm up where we play rhythms on each string.

Task where they close their eyes and must feel where the strings are.

Hands in the air for higher strings/low for lower. Ask for the note name.

Hold my instrument and use whatever equipment I need to help me

First lesson introduction of steps to hold the violin (i.e., LH on left shoulder: 1. Feet shoulder width apart. 2. Stop the bus. 3. Violin onto shoulder (under jaw). 4. RH thumb on the black spiky corner of the fingerboard and wave).

Use sponge for violin and some sort of endpin anchor for cello.

Teacher pretends to be student and they teach you about how to hold it/stand/sit with it.

Hold my bow, know how to rosin and to loosen it

Explain dog bow hold and give them photo of steps to correct bow hold to practice at home on a pencil.

1. Health and safety reminder regarding the tip of the bow being sharp. 2. Demonstrate bow hold. 3. Show how to tighten and loosen using screw – “Righty tighty, lefty loosey”. 4. Remind not to over-tighten – pencil width between stick and hair. 5. Remind them not to loosen too much.

Play pizzicato and arco

“Can-Can” (Vamoosh Book 1)

“Trolls, Orcs and Goblins” (Violin Star Book 1)

Start with a down or an up bow

“Circle Madness” (Vamoosh Book 1)

“Down Up” (Fiddle Time Joggers)

“Circles in the Air” (Violin Star Book 1)

“Lift Off” (Violin Star Book 1)

“Airport!” (Vamoosh Book 1)

Change from one string to another

With bow, explain the levels of the right arm like a bird’s wing. Make sure they change string whilst the bow is still before moving the bow and then reduce the pause time.

“Willow Waltz” (Vamoosh Book 1)

Silent bowing – rocking the bow from one string to another without making a sound.

Make different sounds by bowing nearer or further away from my bridge

Introduction of basic dynamics – “Manhattan Blues” for forte and “Sailing Home” for piano (Vamoosh Book 1).

Playing near the bridge and over the fingerboard and then ask them to describe the sound.

Compose a Halloween piece for closer to the bridge, compose a fairy tune for bowing further away.

Choose a good place on the string for my bow to be in my pieces

Thinking about bow distribution and planning – for semibreves you need to start at the tip or the heel.

Think about what it sounds like to play near the bridge and over fingerboard – “can anyone tell us where they think we should be able to get the best sound?”

Experiment with options and discuss how they sound different/what they’d want for their piece.

Think of an interesting rhythm and choose a string to play it on

“What’s for tea tonight” warm-up where we play rhythms on each string.

“Manhattan Blues” improvisation section (Vamoosh Book 1)

Pick a colour, creature, verb and place – e.g. Purple elephants playing in the park – on D string.

“My name is....”

Food rhythms, eg. What did you have for lunch?

Read and play notes of different lengths

Use of shape rhythm flashcards.

“Flapping Around” (Vamoosh Book 1) uses all basic rhythm values.

Read and play at least two open string notes

Use of note rush game to help identify open string notes.

Flashcards.

“Manhattan Blues” (Vamoosh Book 1)

I can play.....

“Flapping Around” (Vamoosh Book 1)

Practise, and remember to bring my instrument and music to lessons

Sticker rewards for doing so x number of times in a row

Perform a short tune for my friends in the group

Ask who would like to play a solo.

Allow children to choose to play the piece that they are working on in the lesson, or what they practised for home work, or maybe a piece they have made up, or taught themselves to play.

Orange Award

Play a tune with accompaniment from my teacher

“Ally Bally” and “Off to Paris” (Fiddle Time Joggers)

Play a piece from their tutor book with a backing track, or instrumental accompaniment. Violin Star Book have good accompaniment books.

“Twinkle Twinkle”

Copy a short tune using notes from the.....scale

D scale – once they can use all 3 fingers and play the D scale (warm up)

Work on a specific scale until the fingering is secure, then start asking them to copy a 4 note tune, then something longer.

Get pupils to make up their own 4 note tune using notes from the scale and ask the rest of the group to copy it.

Understand how to move my fingers to play higher or lower and sometimes spot when I need to do so

Use first 4 notes of “Happy Birthday” to identify when 1st finger is in tune and first 4 notes of “Frere Jacques” to check second finger.

Make sure that pupils understand that they only get the correct pitch of a note by putting their finger in a specific place. Demonstrate what happens if you put your finger too low, or too high, and introduce terms flat and sharp if appropriate.

Play in harmony with the student and do slow practice to work on tuning.

Have a good posture and bow hold

Check both of these during each lesson, keep reminding them to hold violin up (keep hand open, thumb pointing up to the ceiling, curved fingers. Don't squash the tomato etc.) and of dog bow hold.

Make sure they understand what posture means.

For cellists, good posture is an issue because of the types of school chairs where we teach are usually too high, and tend to slope backwards too.

Cello on heart, jellyfish bow hold (relaxed and loose), pointing bows in different directions to loosen wrist.

Play with long straight bows

Remind them of bowing tips: bow parallel to bridge, keep in between fingerboard and bridge, push arm out and don't pull backwards.

“Sailing Home” (Vamoosh Book 1)

“All Silk and Satin” (Violin Star Book 1)

Play in mirror, or onto selfie camera, put bow underneath bridge on cello and make sure it keeps contact with the bridge on both sides.

Move my bow at different speeds

Thinking about bow distribution. Quicker pieces such as "Dark House" (Vamoosh Book 1).

Make up rhythms (e.g. minim crotchet crotchet repeated, two quavers and four semiquavers repeated – I can play the cello)

"Chinese Garden" (Fiddle Time Joggers)

"On the Prowl" (Cello Time Joggers)

Understand and can play f and p

Incorporate dynamics into the warm up e.g. scale starting piano and reaching forte at the top.

Use hand gestures for them to follow i.e. high hand is loud, low hand is quiet.

Hot and Cold game (hot is forte and cold is piano).

Discuss how to achieve this on the instrument (full bow hair on string, move bow quicker for forte).

Experiment on an open string at a constant pulse (moving bow slowly and quickly – what happens to the sound?).

"City Lights" (Fiddle Time Joggers)

Read and play rhythms with four different note values or rests, keeping a steady pulse

"Walk on Mars" (Vamoosh Book 1)

"Nobody Else But Me" (Violin Star Book 1)

Flashcards and rhythms downloaded on tablets/ipads

Read and play all the notes from the....scale

D scale – use Staff Wars app to help identify notes on D and A string.

"Rolling Hills" (Vamoosh Book 1)

"Spanish Steps" (Violin Star Book 1)

Flashcards.

Play question and answer using some of the notes from the....scale

D scale – call and response warm up using D string fingers, then A string fingers. Could expand to using the whole scale.

Explain that you will play eg. 1 bar simple tune, and then show them an example of how to answer it. Suggest it is good to end on the keynote of the scale (home note).

Choose some good dynamics for my piece

"Crocodile" (Violin Star Book 1)

"Trolls, Orcs and Goblins" (Violin Star Book 1)

If there are no dynamics marked in, ask them to suggest some (Violin Star Book 1 good example of doing this).

Practise regularly, listening and thinking about what I do

Sticker reward charts.

Encourage them to do wider listening and ask you any questions they may have next lesson.

Understand bar line and time signatures, such as $\frac{3}{4}$ and $\frac{4}{4}$

Ask them how many beats there are in a bar when starting a new piece, or what the top number means.

Encourage them to count themselves in when playing.

Explain the first best is the strongest and show the difference between waltzes (“London Eye” Violin Star Book 1) and marches (“The Grand Old Duke of York” Vamoosh Book 1, or “Too Much Rosin!” Violin Star Book 1).

Explain: Fine; DC; repeats; 1st and 2nd time bars

Fine and DC – “Old MacDonald” (Vamoosh Book 1)

Repeats – “Paganini!” (Violin Star Book 1)

1st and 2nd time bars – “Rocking Horse” (Fiddle Time Joggers)

“Flapping Around” (Vamoosh Book 1)

I can play.....

“Autumn” (Violin Star Book 1)

“Stamping Dance” (Fiddle Time Joggers)

Perform a tune with my friends for a small audience

Perform one of their favourite pieces for their class, in an assembly, to the rest of the group.

Yellow Award

Keep in time with the rest of my group

“Li’l Liza Jane” duet (Fiddle Time Joggers)

“Banyan Tree” (Fiddle Time Runners)

D major scale starting 2 notes apart

Grade 1 pieces.

“London’s Burning” as a round.

“Ode to Joy” (Vamoosh Book 1)

“Rocking Horse” and “Old Castle” (Fiddle Time Joggers).

Work out a simple tune by ear

“Happy Birthday”

“Jingle Bells”

“Twinkle twinkle”

Play a simple tune from memory

LSMA piece

Nursery rhymes.

“Rocking Horse” (Cello Time Joggers)

Notice when I am out of tune and know how to correct myself

“Happy Birthday” for 1st finger, “Frere Jacques” for 2nd finger, 3rd finger against string below to hear octave.

Well-known simple pieces helpful for this e.g. “Twinkle twinkle”.

Play in close harmony (scales in rounds)

Pause for tuning/play with a drone from Spotify or YouTube.

Play and hear the difference between sharps and naturals

G major scale 2 octaves

“Start the Show” (Fiddle Time Runners)

“Ukulele Sam” (Violin Star 2)

“That’s how it goes”, “Mean Street Chase”, “Prelude”, “Paris Café” and “Jacob’s Dance” (Cello Time Runners)

Hot Cross Buns (F# E D), Cold Cross Buns (F E D)

Low Down Twos (Vamoosh Book 2)

Evil Twinkle – with B flats and F naturals

Always maintain good posture, bow hold and left hand shape

Keep reminding them to hold violin up (keep hand open, thumb pointing up to the ceiling, curved fingers. Don't squash the tomato etc.) and of dog bow hold. Practice in front of a mirror.

Cello on heart, jellyfish bow hold (relaxed and loose), pointing bows in different directions to loosen wrist, 'chicken wing' for left arm.

Play slurs

Start on a D scale, 2 notes per bow.

"Distant Bells" (Fiddle Time Joggers)

"Gypsy Fiddle" (Violin Star Book 2)

"Lazy Scale", "Old Castle" and "Rocking Horse" (Cello Time Joggers)

"Medieval Tale" (Cello Time Runners)

"Lazy Sundays" (Vamoosh Book 2)

Play scales and arpeggios

Grade 1 scales – D, A and G major scales

"Sweet Dreams" (Violin Star 2)

"Pachelbel's Canon" (Violin Star 2)

Arpeggios – "Morning Has Broken" (Violin Star Book 2)

E natural minor – "Bourree from Limousin" (Violin Star 2)

Spanish Steps (Violin Star Book 1)

3G Scales (Vamoosh Book 2)

Read and play notes on all four strings, dotted rhythms and tied notes

Use staff wars app to help identifying notes on each string.

Dotted rhythms – "Heat Haze" (Fiddle Time Runners)

Ties – "Lullaby" (Violin Star 2)

"Pick a Bale of Cotton" and "Blue Whale" (Cello Time Runners)

Sight reading from "Bags of Christmas for Violin"

"Barcarolle" (Violin Book 2)

"Ode to Joy" (Vamoosh Book 1)

Do a crescendo and diminuendo

Include these in scale practice

"Caribbean Moonlight" (Violin Star 2)

"Flying High" (Fiddle Time Joggers)

“Runaway train”, “Lazy Train”, “Rocking Horse” and “Wave Machine” (Cello Time Joggers)

“Start the Show” crescendo and “Banyan Tree” diminuendo (Cello Time Runners)

“Rolling Hills” (Vamoosh Book 1)

Make decisions about the style of my pieces thinking about, for instance: dynamics, tempi and articulation

Tempi – “Floating By” (Violin Star 2)

Articulation – “On Top of Old Smokey” (Vamoosh Book 1)

Game of short/shaky/smooth which uses hand gestures for staccato/tremolo/legato

Carse: A Little Reverie (Grade 1 cello)

“Pick a Bale of Cotton” (Cello Time Runners)

“Sailing Home” (Vamoosh Book 2)

Make up (improvise or compose) a simple tune

“Pineapples are Juicy” (Vamoosh Book 1.5)

“Action Hero!” (Violin Star 2)

ArtForms Staffroom page ‘Teaching Resources/Small Group Resources/Improvising Melody Step by Step’.

Clap a rhythm. Pick a note to play it on. Repeat, changing note partway through. Improvise an answering phrase. Write it down.

Lead a pitch/rhythm copycat game using first and second finger positions.

Practise frequently

Practice charts and rewards.

Make a note of how you have improved – not just the time spent.

Know how tempo is indicated in a written part and play at different speeds

Explain terms such as ritenuto – “Floating By” (Violin Star Book 2)

Learn Music Italiano which matches tempi to actions

Grade 1 cello “Mattachins”, “Star of County Down” and “Flag Dance”.

“Prelude” Charpentier (Vamoosh Book 2)

Practise counting in quickly and slowly and see how that effects the speed of the piece.

Understand and play in 6/8

“Chase in the dark” and “Merrily danced the Quaker’s wife” (Fiddle Time Runners)

LSMA pieces “Glenorchy Grizzle” and “Galician Jig”.

“Kitchen Capers” (Vamoosh Book 2)

I can play.....

“Jewish Dance” (Violin Star Book 2)

“Ecosaise in G” (Fiddle Time Runners)

“Start the Show” (Cello Time Runners)

“Clown Dance” (VAmoosh Book 2)

Perform a tune with friends for an audience and discuss the performance

Perform one of your recent and favourite pieces for your class, and then choose 2 good things about it, and something to improve (2 stars and 1 wish).